

CHAPTER I

INTRODUCTION

A. Background of The Study

English is an international language used by many people in many countries in the world as a purpose of communication. It is generally a goal of either oral or written communication. People use English in order to make relationship among people in different countries in the world.

Human is social being who always needs company in his life. Man also needs an education, because education is one of the important thing that became a man has value in their society. Education is the organized development and equipment of all the powers a human being moral, intellectual and physical by and for their individual and social uses directed toward the union of these activities with their creator as their final end.¹

Every activities uses social interaction between man and other. In this case, the people usually use the language to communicate with other. Language is the important things in our life. It also can be used to express the ideas, opinions, though and feeling either written or orally. So that, language has two important function from a social point of view. First, it establishes social relationship. Second, it has important role in conveying information about the speaker.

All of human being in the world has the different language and they use their language by themselves. In this case, one of important way to know each other is language. English includes of a kind of language of course has important role in the human life. Even if English should be learned by human in the world and it becomes an international language.

As an international language which is used by most of people around the world, English plays an important role. It can be said that English is usually used as medium in the scientific and technology research as well as international trade. And also more than a half of magazine, newspaper, scientific books, formation, and other information are printed in

¹ Ramelan, *Introduction to Linguistic*, (Semarang: IKIP Press. 1992)

English. Beside English is also as an international language which is used almost all nation in the world as mean of communication.

While in Indonesia, English has been taught and introduced as second language lesson. It was not only as a subject but also used as the medium of instruction. In teaching learning English, the learners are demanded to master the four skills in language, those are listening, speaking, reading and writing.

Therefore, since the proclamation of Indonesia, English has been taught in this country as a second language. There are four skills in teaching learning process of English, they are, listening, speaking, reading and writing. Language teaching learning process is focused on speaking skill. As we know that speaking is important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others. According to Lehman in *Descriptive Linguistic* stated that language is a system for communication of meaning through sound. And we though stated in the *Introduction Course of Linguistic* that language is a system of arbitrary vocal symbol used for human communication²

Here, speaking skill in English is very needed by many people as means of communication each other and with other nation in the international relation. In the modern era, people cannot do something without using English, because everything uses English. Further, more people have professional position on their work. We can see that many factories let worker to mastery the English as rule to become a staff.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other word, learning foreign language means learning the dictionary, grammar and the sound of system in that language. After that, focusing on language form is important in foreign language learning, but developing the ability to really communicate in English is the main goals of an English language course. At the end of course we should be able to communicate

² Sriyono, Joko, *An Introduction Course of Linguistic*, (Surakarta: Muhammadiyah University Press, 2001)

effectively in English in or outside the classroom for study, works or leisure.

This is where viewpoints begin to diverge. Notice that we've not used the term of "the" grammar of English. Instead, there are a number of grammars which differ in how they characterize language, depending on the purpose of the user. How people have characterized wording, which is, devised theories of grammar, depends on the kinds of questions they have asked about language, on what they want to find out about it.

Consider for a moment the experience of the six blind men meeting an elephant for the first time. One blind man felt the tail and declared that the elephant was like a rope; another felt the trunk and decided that elephant was like a hose. Another, feeling the ear, felt an elephant was like an umbrella. Each blind man developed a theory of what elephant are like.

Theories of grammar are a bit like the blind men's experience of the elephant. Each ended up with a somewhat different perspective. And like the blind men's experience, theories of grammar are not inherently good or bad, right or wrong, true or false. Rather, are validated by their usefulness in describing and explaining the phenomenon called language.

As a teacher, we can further ask whether the grammar helps learners and their teacher to understand and produce text. As discourse analysis, we can ask how the grammar sheds light on how text makes meaning. To the extent that grammar can help with these questions. It is more useful than another grammar.³

Here researcher thinks that there are many grammatical errors are found in learner's speaking. This is in fact easier said than done. Look at the sample of learner language below. This is the transcription of a story, based on a series of pictures, told by Jean, an adult French learner of English. He told the story orally after having been given the chance to write it out first.

"One day an Indian gentleman, a snake charmer, arrived in England by plane. He was coming from Bombay with two pieces of luggage. The big of them contained a snake. A man said to the little boy 'go and speak with this gentleman.' When the little boy was

³ Gerot, Linda and Peter Wignel. *Making Sense of Functional Grammar*. (Gerd Stabler Press, 1995: 4)

speaking with the traveler, the thief took the big suitcase and went out quickly. When the victim saw that he cried 'help me! help me! A thief! A thief!' the police man was in the corner whistle but it was too late. The two thieves escape with the big suitcase, took their car and went in the traffic. They pass near a zoo and stop in the forest. There they had a big surprise. The basket contained a big snake."

To identify errors we have to compare the sentences learners produce with what seems to be normal or correct sentences in the target language which correspond with them. Sometimes this is fairly straightforward. For example, Jean says:

A man and a little boy was watching him.

It's not difficult to see that the correct sentence should be:

*A man and a little boy were watching him.*⁴

We need a theory of grammar or languages which help us understand how texts work. As a teacher we need to know how text work so we can explicitly help learners learn how to understand and produce text-spoken in various context for various purpose.

So what about the speaking competence of ELT students? As human being the researcher is sure that there are some grammatical errors in their speaking. The researcher will find out the error and hopefully it can be our reflection in learning English.

B. Research Questions

This research proposal guided though following major questions:

1. What types of grammatical errors are found at ELT student's speaking?
2. How is the percentage of the grammatical errors?
3. What are factors influencing their grammatical errors?

C. Objective of The Study

This research proposal is intended to meet the following objectives:

1. To describe what types of error the 2010 class students speaking are
2. To find out how is the percentage of their errors

⁴ Ellis, Rod. *Second Language Acquisition* (Oxford University Press,1997) page 16-17

3. To find out the factors influencing English department student's speaking errors

D. Significance of The Study

The result of this study is expected to be able to give the following benefits:

1. For English teachers, hopefully this research can give a reference to select the better ways in teaching process.
2. For English students, they can know what they should do after knowing their speaking competence, so that they can be better in learning English.